

# FOLIO

## A Sense of Development

*The following article is reprinted from a recent publication of Alberta Advanced Education and Manpower, Access to Opportunity 1905-1980. The Development of Post-Secondary Education in Alberta, by Desmond E. Berghofer and Alan S. Vladicka (Chapter 7: Perspectives and a Look to the Future, p. 61f.).*

In writing this history of advanced education in Alberta, we have sought to place events in the context of the policy questions that had to be answered. In taking this approach our intent was not only to present the issues of the past, but more importantly to develop a perspective in which to consider the policy questions of the future. We call this a sense of development. It can be compared to driving a car in a busy city. One needs to have at all times a clear idea of the route taken, the present location, and the road to be followed. Should these points not be clear, one needs to pull over and sort things out before continuing. This history is an attempt to provide that important sense of how things developed and where they might go from here.

So far we have traced the journey out of the open uncluttered landscape of early Alberta life, through the slightly busier streets of post-war development, and now we are getting into the inner-city congestion of a high technology society. Finding the way from here would, of course, be a lot easier if we had a street map. But we don't. All we have is information from the past and the sense of patterning that we

have imposed on that information. This we must use to guide our journey into the future through a steady stream of judgments and decisions.

In order to get a sense of that future, it is necessary to look more closely at how developments in post-secondary education relate to developments in the economic, social, cultural, and demographic contexts in which education takes place. We begin with the economic.

In Alberta, as in other technologically advanced societies, development in post-secondary education has been coincident with economic growth. However, beyond Alberta's borders a very important shift is taking place. Clear evidence now exists in many developed countries that despite the massive investment of public funds in education over the past twenty years, economic growth has practically come to a standstill. Moreover, this has occurred in association with high levels of unemployment. It is true that the last condition does not seem to apply in socialist countries; but here the phenomenon is avoided only by large scale underemployment; so from an economic point of view, it amounts to the same thing.

The importance of this changing relationship between education and economic growth for policy development in Alberta is that it provides an early warning signal. It would be a mistake to conclude that the prosperity in Alberta in 1980 is a direct consequence of investment in education. A more accurate interpretation is that at this point of the province's



*On Wednesday, 29 July, the Summer Orchestra under the baton of Alan Clarke, gave a lunch-time concert to an enthusiastic audience in the main concourse of the Students' Union Building. The concert was sponsored by the Students' Union and the Edmonton Musicians' Association. The Summer Orchestra's next engagement will be at the end of this month, when senior citizens will enjoy a concert sponsored by the Lions.*

history, educational development is supporting the leverage created by natural endowments. This is an important point for us to grasp. The educational system is helping to maintain our economy, but it is not, at this point in time, really driving it. Alberta's current prosperity has much to do with good fortune, based as it is on resource extraction and associated activities in construction.

Thus, Alberta faces the same significant policy question as other industrialized countries of what investment to make in education over the next ten to twenty years, and for what reasons. The difference for Alberta is that we seem likely to have an economic cushion which, if used wisely, could provide a means for making whatever adjustments are necessary. Further evidence of the need for adjustment can be obtained from considering the social context of education.

In this arena it is somewhat difficult to get a sense of the current condition, because of the subjectivity associated with the issue, and the absence of any clear consensus on appropriate social indicators. One way to proceed is to look at the work on measuring social well-being which the Organization for Economic Cooperation and Development has undertaken. This cooperative effort of so-called developed countries has identified the following fundamental social concerns: health; individual development through learning; employment and quality of working life; time and leisure; personal economic situation; physical environment; social environment; personal safety and the administration of justice; social opportunity and participation. It is not our intent here to debate whether the above list is the right one to be considering, or to argue about what is meant

by each item. The important point is that consideration of such issues is an essential activity in directing the development of post-secondary education.

But even more important to realize is that this kind of basic stock-taking cannot be left to academics, politicians, and civil servants. All three groups have crucial roles to play, but if experience has taught us anything, it should be that each individual citizen must take responsibility for social well-being. The point in this for education is that it should contribute directly to developing this orientation. If the educational process does not assist people to assume social responsibility, then it is failing badly.

If one thinks carefully about the broad social concerns mentioned above, it is clear that decisions on appropriate related activity require broad-based, grass roots involvement in discussing the issues. Essentially, this implies considerable activity at the community level, where community might be defined in a variety of ways (by location, by occupation, by area of interest) and where individuals will be members of several communities.

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*All inquiries and correspondence should  
be directed to:*

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423 Athabasca Hall  
University of Alberta  
Edmonton, Alberta T6G 2E8  
Telephone: (403) 432-2325  
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If we accept such an orientation as appropriate for the social fabric of life, then this has much to say about role of post-secondary education in the future.

Essentially, it means that a great deal of attention will have to be paid to helping the citizens whose tax dollars support the educational system think through the important issues and participate effectively in their resolution. If the leisurely days of the ivory tower, the isolated campus, the classroom dominated educational system ever existed, they are certainly not going to be characteristic of education for the foreseeable future. For better or worse Alberta has become part of a turbulent, high technology world society. For educational policy this means participating fully in the activities of the society and trying to identify what needs to be done through education to enhance social well-being. There is no alternative to this proactive role. If it means changing some comfortable traditional patterns of behavior by individuals and institutions, then so be it. There is no alternative to implementing necessary change.

An important part of identifying the educational arrangements that will promote social well-being is to consider carefully the cultural context in which education takes place. There is no fine line that can be drawn between the cultural and social context of provincial life. Each folds into the other. Nor is there any such thing as a common culture, for Alberta has always placed value on preserving cultural diversity with, of course, sufficient common understandings to make it possible for the province to operate as an effective economic and social unit. This almost ephemeral linkage between culture and economic and social viability will continue to be a critical factor in the future. If development of the advanced educational system is to proceed reasonably smoothly, it is important that those who make decisions concerning it have a keen appreciation of this linkage.

What it comes down to, is

need for an understanding of what people value and how compatible those values are with economic and social reality. This implies a constant tension between expectations and action, as it is impossible for the educational system to be all things to all people. In this area of human affairs there are no clear answers, no absolutes, and no consensus. If we understand this, then we also know that compromise is both acceptable and sufficient and that continual refinement and change is a way of life. It follows, therefore, that the educational system must have in place mechanisms for decision making which do a lot of listening and observing and which have the capacity for readjustment based on the feedback received.

But over and above any rational process of decision making there also needs to be a strong element of intuition, that essential human faculty of knowing what to do. It stems from a sense of anticipation rather than reaction. In a world in which rapid and continual change has become a way of life, anticipation is a quality to be highly valued, not only in respect of educational decisions, but in all areas of human activity. Indeed, there is much reason to assert that the cultivation of anticipatory thinking should be the preeminent objective of any educational system in a complex, high technology society.

Turning now to the last of the four contexts of education which we have been considering, the demographic, we find another area in which Alberta is likely to have a cushion against the severe disruptions already being experienced by other developed societies due to the wave of the post World War II baby boom moving through the various social institutions. While the average age in Alberta will increase and there will be a decline in the proportion of the population between eighteen and twenty-four years of age, these changes in Alberta are likely to be ameliorated by a steady influx of population related

to sustained economic growth. It can be anticipated, therefore, that the impact on the province's educational institutions is likely to be less severe than in other parts of the developed world.

But Alberta is going to have another set of unique problems because of its anticipated economic growth. It will be required to manage a series of "boom" type situations on the one hand, while facing a continuing need to pay attention to the educational aspirations in a multitude of small but growing communities on the other. This is the traditional problem of growth, but the unique aspect is that this growth will be taking place in a context of high national and international visibility. Under such conditions it cannot be leisurely or comfortable growth. It will be characterized by a continuing series of "on-again-off-again" decisions with very direct consequences on the lives of many Alberta citizens.

Under such conditions the possibilities for values to be distorted will be great. The events recorded in earlier chapters of this history have already shown how difficult it was to respond smoothly to sudden pressures, whether it was the severe economic downturn of the 1930s or the exponential growth of the 1960s. Alberta is going to be facing continuing pressure for growth and development and as such the educational system will have great difficulty in maintaining either a sense of direction or sense of proportion. The greatest danger will be a tendency to pay too much attention to providing quick local responses without taking the time to observe broader societal and cultural issues. The extent to which Alberta can avoid this problem will be determined by the extent to which its citizens and leaders will have the capacity to think things through and entertain visions of the possible rather than self-serving interests in expediency.

The province's road into the future will be determined, then, by the sense of development acquired by its citizens, its

*Settlers' Cabin* a "living museum" of pioneer and ethnic crafts.

*Handicraft Store* features work by local artisans.

*Library and Archives* with pioneer photographs, tapes and maps.

*Homesteaders' Kitchen* serves lunch daily (except Mondays) noon to 2 p.m., coffee and dessert 2 p.m. to 4 p.m., and dinner Thursday evening from 5:30 p.m. to 7 p.m.

The Heritage Centre is located at 5411 51 Street, Stony Plain. Telephone: 963-2777.

### *Ring House Gallery*

*Until 28 August.* "Lansdowne Bird Paintings: 1958-1972" a collection of bird paintings by Victoria artist James Fenwick Lansdowne.

*Until 28 August.* Carved wooden bow's in the shape of birds by Westcoast artist Bill Koochin.

### *Devonian Botanic Garden*

The Garden will be open to the public from May to September as follows: Weekdays 10 a.m. to 4 p.m. Saturdays, Sundays and Public Holidays 12 noon to 6 p.m. Tours can be arranged by calling 987-3054.

### *Rutherford House,*

#### *11153 Saskatchewan Drive*

The restored home of Alberta's first premier, A.C. Rutherford, is located on the University campus. Staff in period costumes show visitors through the house. *Until Labor Day*, open daily 10 a.m. to 8 p.m. Group tours may be arranged by calling 427-5708 at least one week in advance. Free.

### *Provincial Museum*

*Continuing.* "Canada!" a selection of photographs and poems from across the country. Orientation Gallery.

### *Ukrainian Cultural Heritage Village*

The Village is open to the public 10 a.m. to 6 p.m. daily until 31 August. It is located 45 km. east of Edmonton on Highway 16, and admission is free.

### *University Special Collections*

*Until 4 September.* "William Cowper, English Poet—250th Anniversary." B37 Cameron Library: Opening hours 8:30 a.m. to 4:30 p.m. Monday to Friday.

*Until 20 September.* "Near Terrestrial Paradise: Early California Travels."

### *Alberta Natural Resources Science Centre*

The Centre consists of six permanent pavilions with displays that describe and interpret how Alberta's natural resources are put to use. Opening hours are Saturdays and Sundays from 11 a.m. to 5 p.m. School tours are available Monday to Friday. Admission and parking are free. The Centre is located east of Edmonton at the new Strathcona Science Park. For further information and bookings phone 427-9490.

## *Non-Credit Courses*

### *Computing Services Client Training Sessions*

Computing Services is taking registrations between 8:30 a.m. and noon for the following non-credit courses. For further information, please telephone Information Services at 432-2463 or come to 319 General Services Building.

#### *Advanced SPIRES*

*Course number:* 594. *Date:* 17, 19, 21, 25, 27 August. *Time:* 1 p.m. to 4:40 p.m. *Fee:* \$35. *Prerequisites:* Introduction to SPIRES. *Place:* 328 GSB.

### *Devonian Botanic Garden*

#### *Introducing Plants to People*

Section 4, "Trees and Shrubs." Wednesday, 19 August, 7 to 9 p.m. \$4 fee. Includes garden tour and a talk on horticultural value of hardy varieties.

#### *Preparing Your Garden for Winter*

Tuesday, 25 August, 7 to 9 p.m. \$6 fee. Includes advice on protecting ornamentals and bulbs.

#### *Mushroom Hunting for Beginners*

28, 29, or 30 August, 10 a.m. to 3 p.m. \$12 fee. Includes identification of edible fungi, methods of collection and recipes. For information call 987-3054.

## *Notices*

### *Max Wyman to Retire*

Max Wyman is retiring at the end of August, after serving the University for thirty-eight years. He and Mrs. Wyman will be honored at an informal reception at the Faculty Club on Tuesday, 4 August 1981 from 4 to 7 p.m.

Max and Ruth's friends, colleagues and acquaintances are cordially invited to join them on this occasion and to wish them well on Max's retirement.

### *Annual Picnic*

The Annual Picnic organized by Housing and Food Services will take place this year on Thursday, 6 August. The location will be the quadrangle north of the Administration Building and west of Central Academic Building. (The CAB Cafeteria will be closed for this event except in the case of inclement weather.)

For \$2.50, revellers may eat a barbecued hamburger platter with salad, dessert and beverage. In addition, beer will be available and there will be "entertainment."

### *Dental and Supplementary Health Care Claims*

*The following has been received from R.J. Falconer, Director of the Pension and Benefits Administration.* For the duration of the postal strike

arrangements will be made for delivery of staff members' claims to the insurers of the above noted group plans. Claims will be collected during the week for delivery to insurers on Friday.

Those who wish to make use of this service should send their claims by campus mail or deliver them personally to the Pension and Benefits Administration, 141 Athabasca Hall. The claims should be in sealed envelopes addressed to the appropriate insurers. No postage is necessary.

Reimbursement cheques will be picked up from the insurance companies and delivered to staff members by campus mail.

### *Annual Faculty Golf Tournament*

The annual Faculty Golf Tournament will be held this year on 27 August at the Leduc Golf and Country Club. The entry deadline is 21 August and the cost, which includes green fees, steak barbecue and prizes, is \$20. There will also be available for rent golf clubs (\$3.50 for 18 holes, pull carts (\$1.50), and electric carts (\$14; telephone 986-2803 to reserve these).

To get to the Leduc Golf and Country Club, one should go south on Highway 2 to the first exit for Leduc and cross over the Highway to 50 Street. There, turn south past the traffic signals to the railway tracks. Do not cross the tracks but turn sharp right (westward). Go under the highway overpass and find the golf course on the left.

To enter, please telephone 432-3364 or 432-3341. Tee-off time will be between 10:30 a.m. and 1:30 p.m. only.

### *Hiring of Foreign Academics: Modified Employment and Immigration Procedures*

*The following notice has been received from E.M. Cherniavsky, Administrative Officer (Academic Administration)* As most of you have learned by now, the Minister of Employment and Immigration, Lloyd Axworthy, has recently issued a new policy statement concerning the hiring of foreign academics. The revised policy requires that all post-secondary institutions must first advertise for Canadians or permanent residents to fill teaching positions before they are permitted to apply for authorization to hire a foreign academic.

The Minister, however, has permitted the Regional Offices to exercise a fair degree of discretion in implementing this policy. The following guidelines have been received from the Alberta/NWT Regional Office of Employment and Immigration and, until further notice, must be strictly adhered to.

1. Departments may advertise vacancies for academic teaching positions simultaneously in Canadian publications and abroad, provided they stipulate that "Canadian citizens and permanent residents will be given preference."
2. Advertisements must indicate a "closing date" for applications to be considered.

3. All Canadian applicants must be considered, evaluated, interviewed (if potentially suitable), and *rejected in writing*, before applications from foreign applicants may be reviewed by selection committees.

4. There must be a minimum interval of one month between the closing date of the competition and the submission of an application (form 2151) for a foreign applicant.

5. If the initial advertisement stipulating that "Canadians will receive preference" does not attract sufficiently qualified candidates, another advertisement may be placed (anywhere) without the restrictive clause.

6. In some selected cases warranting special consideration, exemption from the two-tier recruiting procedures may be granted, if the application is supported by a letter from the President. Such cases will be dealt with on an individual basis. The initial request should be directed by the appropriate Faculty Dean to the undersigned, who will then channel it to the Vice-President (Academic) for his recommendation to the President.

7. The above regulations at present do not apply to foreign Research Associates, who continue to be admitted under the existing procedures.

Please note that you must carefully document the sequence of all steps leading to the hiring of a foreign academic. You may be called upon to produce copies of all rejection letters to Canadian applicants in the event that a foreign candidate is being hired.

### *Attention US Citizens*

Raymond Pedersen and M. Martin, representatives of the United States Social Security Administration, will be at the Income Security Programs Office in Edmonton on Tuesday, 4 August 1981 and at the Consulate General in Calgary on Wednesday, 5 August and Thursday, 6 August 1981. The representatives will leave Calgary at noon on Thursday, 6 August 1981.

Persons having questions regarding US social security matters are invited to call or write to Mr. Pedersen in care of the Income Security Programs, 7th Floor, Manulife Building, 10055 106 Street, Edmonton, Alberta, telephone 420-2630 or in care of the United States Consulate General, Room 1050, 615 Macleod Trail S.E., Calgary, Alberta, 266-8962.

## *Research Grants*

### *Granting Agencies:*

#### *Application Deadlines*

This list of deadline dates for submissions to granting agencies for research funds, exchange programs, and travel grants is published every month in *Folio*. In order to allow sufficient time for processing, all applications should reach the Research Grants and Contracts Office at least ten days before the

Fourth bedroom, den, rumpus room down. Perfect garden, double garage. Liz Crockford. Spencer Real Estate. 436-5250, 434-0555 res.

For sale—Contemporary bungalow. Two fireplaces, new cedar bathroom, skylight, finished basement. \$72,000 10¼% mortgage assumable until 1983. Call Liz Crockford. Spencer Real Estate 436-5250, 434-0555 rs.

For sale—Belgravia. Executive new 2,000 sq. ft. home. Features hardwood floors, fireplaces, library, energy conservation, double garage and more. Goetz Lebrecht 439-0035, 436-1134 Crescent Realty.

For sale—Large, classic, brick, three storey home. Close to University. Oak panelling, parquet flooring, four bedrooms, 10' ceilings. Call Barabara Allen 436-5250, Ed Link, Spencer Real Estate

For rent—Furnished, Meadowlark. Four bedroom, split-level. Fully furnished, garage. \$775 monthly. Damage deposit, references, no pets. Available 15 Oct. 1981 - 15 April 1982. 489-8180.

For rent—Spacious, two bedroom suite. Fully furnished. Carpeted. All appliances, walking distance University. \$420 including utilities. Free laundry. Non-smokers only. 435-0886.

Private sale—Save commission on easily maintained, economical, two bedroom bungalow, close to Southgate; University ten minutes by ETS. Fully finished basement; great kitchen; 1½ bathrooms. Peaceful neighborhood. \$87,900. 435-1268.

For sale—Belgravia. River view. Custom bungalow, 1,880 sq. ft., three bedrooms, two full baths up. Super basement development. Two fireplaces. Phone Reina Proudfoot, Royal Trust 435-4869, 436-2556.

For rent—Two bedroom, furnished, sabbatical house, developed basement, two bathrooms, garage, fenced ward, Mill Creek Ravine. \$480 monthly. 1 Sept. - 30 June (flexible). References required. 432-4104, 433-3708.

For sale—Close to LRT, one bedroom starter condominium. Only \$27,000. Phone Reina Proudfoot, Royal Trust, 435-4869, 436-2556.

#### *Automobiles and others*

1977 Honda Accord. Excellent condition. \$4,200. 432-4191, 468-6086.

#### *Goods for sale*

Antiques; furniture, porcelain, glass, jewellery, silver, collectibles. Appraisals executed for insurance and

identification. 12-5 p.m. Mary Goulden Antiques, 10437 142 St. 453-2008, res. 452-8549.

Electrohome organ. Nocturn model.

Two keyboards plus pedal section.

Excellent condition. \$700. 433-7679.

Two large wardrobes, kitchen table and chairs, other items. One block from campus. 439-3853.

#### *Services*

Donnic Typing Services Ltd. Specializing in word processing. 301A 10454 Whyte Avenue. 432-1419.

Kozak Business Services: Complete typing service available. Student discount. #305, 9924 106 Street. 423-3068, 487-1885.

Singing teacher, Eileen Turner. 439-4661.

Typing on word processor. Call

Darlene 452-1074.

Typing and photocopying at mark 9, 9004 112 St. HUB Mall. Experienced thesis typists. 432-7936.

Babysitter wanted, Mondays,

Wednesdays, Fridays, 9 a.m. - 2 p.m.

My home near Lister Hall. \$3/hour.

432-0806.

## GARNEAU MEALS

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balconies  
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### Information Centre

8327 112 Street  
433-1411

2-8 p.m. Monday-Thursday  
1-5 p.m. Saturday-Sunday

*Join us again for the annual U of A*

## PICNIC in the QUAD

*Outside in the Quad by CAB Cafeteria*

Thursday, August 6, 1981  
11:30 a.m. to 1:30 p.m.

*CAB Cafeteria will be closed for this event unless weather conditions transfer the festivities back indoors.*

**\$2.75**

*Bar-B-Q Hamburger Platter  
Salad Bar  
Dessert  
Beverage*

Cash Bar—Beer and wine  
Entertainment

Tickets at the door  
See you there.

Housing and Food Services  
University of Alberta